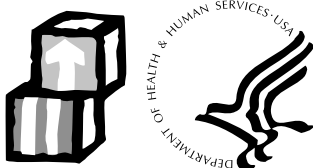


Building Blocks for Father Involvement

Building Block 4: Planning for Success

U.S. Department of Health and Human Services
Administration for Children and Families
Administration on Children, Youth and Families
Head Start Bureau

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Table of Contents

pg 1	Overview
pg 2	Avoid Failing to Plan
pg 4	Who Are the Fathers in the Community? Assessing the Need
pg 9	Identifying Goals and Measurable Outcomes
pg 11	Planning Activities to Achieve Program Goals
pg 14	Making the Toughest Part Easier: Planning to Get Fathers Involved
pg 16	Getting Community Partners Signed On
pg 18	Program Planning Worksheet
pg 22	Key to Success: Building the Plan with Evaluation in Mind
Appendix	Memorandum of Understanding Between the Department of Health and Human Services Administration for Children and Families, and Alpha Phi Alpha Fraternity, Incorporated



Head Start programs need to get to know the fathers in the community and understand who they are and what they want.

Overview

Building Blocks 1-3 have laid important groundwork. This includes a good understanding of what social science research says about the importance of father involvement in childrens' lives, as well as evaluating program readiness and providing insights into overcoming some of the barriers that might exist in working with fathers. The first three *Building Blocks* established a solid, sure foundation for father involvement efforts.

Building Block 4 examines issues related to program structure in working with fathers. Included is information on identifying the needs of fathers in the community, and what activities and services they might find most useful. Identifying goals and outcomes is reviewed, along with the need to evaluate program effectiveness and make changes as appropriate. The need to recruit community partners is also discussed, as both a means to broaden and strengthen services and to reach out to underserved fathers in the community.

Often when fatherhood programs fail, it is because they were not planned properly.

Avoid Failing to Plan

“Plan your work and work your plan.”

“Nobody ever plans to fail, but many people fail because they fail to plan.”

These are two tried-and-true adages from management school that are so simple many people overlook them. In this section, these truisms are applied to the task of building a successful father involvement program.

With the foundation laid, as outlined in the previous three *Building Blocks*, it is now time to focus on the lumber, bricks, and drywall that will provide structure to the father involvement program.

Key Planning Questions

- What are the key objectives?
- What are the needs of the fathers in the community?
- What services will be provided?
- How will participants be recruited and retained?
- How will program effectiveness be evaluated?

It is important not to rush the planning process; this is a critical stage. Often when fatherhood programs fail, it is because they were not planned and supported properly. Important groundwork was not laid, such as:

- Assessing the needs of fathers in the community;
- Developing a strategic plan for implementing the program;
- Developing an appreciation for the profound ways fathers can have a positive impact on child outcomes;
- Helping female staff who may feel uncomfortable working with men overcome their fears and concerns;
- Hiring effective male staff and integrating them successfully;
- Determining the fatherhood issues present in the community;



Remember the Marks of a Successful Program

- Encompass a wide range of purposes;
- Have a primary fatherhood coordinator and provide staff training;
- Create a father-friendly atmosphere;
- Interpret a thorough way of assessing fathers' needs;
- Include diverse recruiting and creative retention strategies;
- Include strategies for attracting both residential and non-residential fathers;
- Include strategies for helping fathers in difficult situations;
- Work closely with other community agencies; and
- Readily identify their key successes.

- Developing a clear, do-able model to follow;
- Controlling shifting priorities that interfere with program development and execution;
- Developing a coordinated plan for training staff and ensuring that training leads to improved services;
- Developing program and staff schedules that meet the needs of working parents;
- Securing sufficient funding;
- Securing a commitment from administration and leadership that will continue in the face of financial hardships;
- Getting adequate support from the entire program leadership; and
- Securing adequate training for everyone who will be interacting with the fatherhood program, even if they will not be working directly with fathers.

Keep these issues in mind in designing the fatherhood program. Anticipate barriers and develop strategies to overcome them. Another benefit to careful planning, beyond making failure less likely, is that evaluation becomes much easier when strategies and goals are well thought out and widely understood by staff.



Photo by R. Arrosmith, Community Action Program Inc. of Western Indiana Park HS Center

What is the best way to learn about the fathers in the community?

Talk to them! Spend time with them.

Who Are the Fathers in the Community? Assessing the Need

When a company sets out to market its product to a new community, it must make sure it understands this new market. It cannot make assumptions; it has to study this new group and understand its characteristics and motivations.

Likewise, when designing father involvement programs, Head Start programs need to get to know the fathers in the community and understand who they are and what they want. How diverse is the group? What distinguishes fathers in this community from those elsewhere? What is their attitude toward Head Start? What does their history and culture suggest about father involvement? Are most of them likely to appreciate fully the value of positive father involvement? What would help them gain that appreciation? What activities or services might interest them, or benefit them? What are some of the reasons they may be reluctant to become involved?

Like any group, fathers are not all alike. Each community has different fathers with different needs, fears, attitudes, values, and challenges they are trying to overcome. Programs need to learn about the fathers in their communities.

What's the best way to learn about the fathers in the community?

Talk to them. Spend time with them. Make these fathers part of your planning process. Ask them what they need. Ask them what keeps them from being involved in your program, and perhaps in the lives of their children. Invite them to your center, serve them an irresistible meal and ask them to talk about their world. Listen carefully as they talk. Take notes.

Next, ask the larger employers and community- and faith-based organizations about the fathers they know and work with. They work with the men in the community and can provide some valuable insights.

Successful companies and organizations have a very good and ever-growing understanding of the people they are seeking to reach. Head Start is one of these organizations.



Photo by D. Mentzer, Rosemount Center HS

Fathers are not all alike. Each community has different fathers with different needs, fears, attitudes, values, and hurdles they are trying to overcome.

The following questions can help guide information-gathering efforts on fathers:

What is the geographic area being served and what makes it distinctive?

How many different kinds of father groups are there in the community?

What races/ethnicities are represented?

What are the distinct values and attitudes of these various races/ethnicities?

Does staff reflect this diversity?



What kind of work do fathers do?

What are their schedules and routines?

How many fathers are out of work?

How many are incarcerated or on probation?

How many are currently involved in the lives of their children?

How many are married or in a relationship with their child's mom?

What do the fathers in your community want to contribute to their child's life? What are their dreams and desires for their child?

In considering these various father groups, what are their various parenting strengths and challenges? How do they differ from one another? How are they similar?

How many fathers are struggling with special issues such as substance abuse, domestic violence, depression, sexual addiction, and relationship struggles?

What do these fathers want to contribute to their children's lives? What are their dreams and desires for their children?

What do they believe prevents them from making such contributions?

What are their educational limitations/goals?

Make these fathers part of your planning process. Ask them what they need.... Invite them to the center, serve them an irresistible meal, and ask them to talk about their world. Listen carefully as they talk. Take notes.

What is their general literacy level? Do they read to their children?

What relevant service programs are already available in the community? Are these programs meeting the needs of fathers?

Typically, the fathers in the community will have both similarities and differences. The important point to understand is that one cannot make assumptions. A serious study of the community must be undertaken to understand its fatherhood population and what makes it unique.

When you have learned about the fathers in the community, identify some foundational program priorities that will help to meet their needs:



Photo by A. Kachanui, Rosemount Center HS

Goals must be consistent with the desires of fathers, as well as the needs of their children.

Identifying Goals and Measurable Outcomes

At this point, the needs and characteristics of the fathers in the community have been identified, as well as their areas of uniqueness. The desire of fathers to be involved in the lives of their children has also been explored, along with the challenges that hinder its fulfillment.

This information will serve as a basis for developing program goals. The goal-setting stage of building a fatherhood involvement program is critical and requires two very important balances.

First, goals must be consistent with the desires of fathers, as well as the needs of their children.

Second, the goals must be ambitious enough to achieve vital successes for fathers and children, without being unrealistic. Aiming too high can set up staff and fathers for disappointment. The goals should also be measurable, to enable the evaluations of success.

The following are some goal ideas that might help to strike an appropriate balance:

- Improve the father's attitudes toward and affection for his children.
- Improve the father's understanding of the unique and vital role he can play in the life of his child, helping him understand that no one else can take his place.
- Increase the amount and quality of time the father spends with his child.
- Enhance the father's parenting skills.
- Improve the father's understanding of the importance of reading and math skills development, as well as making healthy lifestyle choices.
- Enhance the communication between the mother and father.
- Enhance the father's and mother's marriage or relationship.
- Help the fathers overcome barriers that might keep them from being involved in their children's lives, whether legal, emotional, physical, relationship, or driven by fear or a lack of understanding, confidence, or time.



Photo by B. Blanken, Rosemount Center HS

Goals must be ambitious enough to achieve vital successes for father and children without being unrealistic and setting up staff and fathers for disappointment.

Funders, both public and private, are likely to be interested in the following goals:

- Reducing unplanned, unmarried child bearing.
- Increasing paternity establishment.
- Increasing formal and informal child support.
- Enhancing the child's behavior, emotional well-being, physical health, and academic achievement.
- Reducing the likelihood of future criminal and antisocial behavior through father involvement.

Goals should bring about the greatest benefit to the child and his or her entire family. Think about how the outcomes from these goals will be measured. Success in achieving program goals will be determined largely by planning appropriate program activities.

Fathers need to understand the importance of telling and showing their children how deeply they are loved.

Photo by D. Metzger, NRC



Planning Activities to Achieve Program Goals

After the unique needs of the fathers in the community have been assessed and documented and program goals have been established, the next step in planning is to identify appropriate components and activities of the father involvement program. Will the program feature what fathers need to help them successfully participate in the lives of their children? Will these activities promote attainment of the program's primary goals? Answering "yes" to these questions will take some careful thought and planning.

In thinking about the components of the father involvement program, the following are some key ideas one might consider.

Parenting groups aimed at fathers

Parenting groups should help fathers:

- Celebrate fatherhood;
- Understand the unique and powerfully beneficial role they play in the lives of their children;
- Be the best, most intentionally involved fathers they can be with parenting skill ideas;
- Understand the importance of and ways to enrich child-father bonding;
- Learn relationship skills along with their children's mother;
- Learn the value of reading and learning with their children;
- Set age-appropriate goals and expectations for their children;
- Learn the importance of telling and showing their children how deeply they are loved; and
- Understand the importance of paternity establishment.

Parenting groups aimed specifically at needs of non-residential fathers:

In addition to the general elements of a father's parenting group, groups for non-residential fathers should address their unique needs such as:

- Devising creative ways to increase time spent with their children, given different schedules and other limitations;

Groups allow fathers to encourage each other and to share ideas on ways they can become more effective, loving, and involved with their children.

Photo by D. Metzger, Rosemount Center HS



- Demonstrating ways to overcome any resistance from the mother and her family toward the father spending time with his child;
- Providing ways that Head Start staff can help to promote more cooperative relationships between the mother, her family, and the father;
- Helping the father overcome any problems with child support payments;
- Helping the father to understand and overcome legal questions about visitation; and
- Offering advice and encouragement in working with the mother in accomplishing important parenting and family goals.

Recreational and social activities for fathers and children

Plan events, such as:

- Interactive games that father and child can participate in together;
- Field trips to community resources that are of special interest to fathers and children, such as the library;
- Donated trips to local professional or semi-professional sporting events;
- Hosting father/daughter dinners/dances at your center;
- Informal barbeques or fish fries; and
- Hosting a fishing rodeo or pinewood derby.

Father/child educational and health activities

Help the father understand how important it is for him to model a love of reading and learning for his children. Help him appreciate that this can be done in many ways, and help him find a way that is comfortable and natural for him and his children. Even non-literate fathers can enjoy books with their children by looking at pictures and making up their own creative stories.

Plan events where fathers and their children can have fun interacting around learning activities, as well as activities that teach and promote healthy habits and behaviors.

Father-to-father peer support and mentoring

Develop groups that allow fathers to encourage each other and to share ideas on how they can become more effective, loving, and involved with their children.



Photo by R. Arrosmith, Community Action Program Inc. of Western Indiana Park HS Center

For most programs, it takes a few years to get each one of these groups or services running well, so do not be intimidated or overwhelmed. Be patient and persistent.

Job development and educational advancement

Help fathers improve their job seeking, job holding, and advancement skills through programs and community partnerships. Helping fathers further their education is also critical.

Offer help for fathers struggling with difficult issues

Make sure fathers dealing with issues such as substance abuse, domestic violence, anger, depression, sexual, or gambling addiction can get help through community partnerships.

To be sure, this is not an exhaustive list of ideas for fatherhood programs, but it covers most of the basics. For most programs, it takes a few years to get each one of these groups or services running well, so do not be intimidated or overwhelmed. Pick the ideas that best meet the needs of fathers and children and start building slowly. Other components can be added as the needs of fathers and children change.

One of the best ways to discover new ideas and creative ways to practice old ideas is by networking with other fatherhood programs. Network with them, get their newsletters, visit their Web sites, meet with them at regional and national conferences, and exchange ideas. This cross-pollination is what builds strong, effective, and innovative father involvement programs that respond to local needs.



Recruitment will most likely require a shift in mindset for leadership and staff, as well as a shift in the mindset of fathers themselves.

Making the Toughest Part Easier: Planning to Get Fathers Involved

Recruitment is a critical part of building the program. Recruitment can also be one of the toughest tasks. As discussed previously, involving fathers more actively in the program may require a shift in mindset for program leadership and staff, as well as a shift in the mindset of fathers themselves. Most fathers will not typically think of the Head Start center as a place for men. Bringing them in and convincing them otherwise will take time, patience, and persistence.

Do not be disappointed if early father involvement efforts yield a low turnout. As the work with fathers grows, and they come to appreciate its relevance to them and importance to their children, trust for the program will grow and spread. One of the best recruiting tools available is the father currently involved in the program. Make sure that fathers have a good story about the program to tell their peers.

Remember that recruitment happens at some of the most unlikely times. During an initial contact with a family, *be sure to communicate the expectation that both mother and father will be involved with their child in the program.* At initial enrollment, staff recognizes the father, welcomes him by name, and invites his participation. Staff discussion involves both father and mother, and input is solicited from both. Correspondence and information are addressed to both parents. Both mother and father are made aware of the role that the father will play and that they both play a *vital* role in their child's development.

Staff often meet fathers when they drop off or pick up their children. Capitalize on these meetings by building a rapport and comfort level. Use that contact to help fathers see Head Start as a comfortable place for men. Once an initial rapport has been established, staff can begin to learn more about a father's situation, what his desires are regarding his child, and how the program might be able to help. Do not come on too strong—build the relationship slowly and naturally. Seek to become a friend and supporter.



Photo by Pngis CAP

Most fathers will not typically think of the Head Start center as a place for men. Bringing them in and convincing them otherwise will take time, patience and persistence.

Community resources that might be helpful in recruitment include places of worship. Leaders in faith-based communities are likely to have connections and ideas that will help programs link up with fathers. Other community organizations, adult sports groups and teams, and major employers are potential sources for connecting with fathers.

Create a simple flyer softly aimed at the reluctant father, explaining how the program is a great resource for helping him realize his desire to be purposely involved in the life of his child. Make sure the art and layout are attractive to fathers. To make sure it connects with the needs of fathers in the community, utilize the findings of the father-needs assessment in creating the content of this flyer. Once it's completed, distribute the flyer throughout the community. Also, do not forget to provide contact information and the times and locations of father-focused activities and services.

It will take time to build trust with fathers, but in weeks and months, they will know the program is there to help them. Fathers will appreciate the sensitivity and responsiveness of the program to their specific needs and interests. There is no quick way to succeed at father involvement work, but the pay-off in benefits for the children will be well worth the effort.

Community resources that might be helpful in recruitment include places of worship.

Photo by A. Kaahani, Rosemount Center HS



Getting Community Partners Signed On

Although Head Start programs network with community partners, these partnerships can be refined and strengthened to reflect a renewed emphasis on father involvement. Identify those community partners with whom the program already has developed a mutually beneficial relationship. Consider community partners particularly relevant to the fatherhood effort.

Cooperating with community partners enables programs to offer a broader array of services. No single program can meet everyone's needs. Partnerships also allow programs to serve as a broker for fathers, linking them with services and resources they need. This plays on one of Head Start's strengths, and will make the program even more valuable to families.

Again, refer to the father-needs assessment. What are the needs of fathers in the community? Who are the community partners that can help to meet these needs? Who are the groups that can help the program understand and reach out to different ethnic groups and fathers with various needs? Who does great work on substance abuse issues? Who understands the world of the unemployed or underemployed father? Who understands the needs of immigrant fathers? Who works with parents of children with special needs? These are organizations with which to form creative, cooperative partnerships.

What form should these partnerships take? Often, an informal friendship and agreement of cooperation are all that is needed. In other instances, and especially if grant funds are to be shared, a formal memorandum of understanding (MOU) that clarifies the roles and expectations of each party should be drafted. A sample MOU can be found in the Appendix.

One of the best recruiting tools available is the father currently involved in the program. Make sure that fathers have good stories about the program to tell their peers.

Photo by D. Mentzer, Rosemount Center HS



Reminder #1: Develop a strong collaboration with child support enforcement. Some fatherhood programs have written agreements where child support staff will help fathers establish paternity, understand support orders, and modify orders as necessary. Such an arrangement can benefit everyone.

- The fathers in the program will get better service.
- Child support will reach more low-income fathers and their children.
- The program can be seen as an important broker for children and their parents in the community.

Reminder #2: Establish an equally strong relationship with marriage education programs. Unmarried couples may express a desire to be married, or married couples may express an interest in strengthening their relationship or dealing with a challenge. Knowing at least one resource in the community that can provide marriage and relationship education for these couples can be useful. Again, the faith communities are a great resource. They can also recommend non-religious providers.

The following *Program Planning Worksheet* is a useful tool in planning a father involvement program.



Photo by W. C. Siegel, Kentucky HS

Establish an equally strong relationship with marriage education programs. Unmarried couples may express a desire to be married, or married couples may express an interest in strengthening their relationship or dealing with a challenge.

Program Planning Worksheet

This worksheet can serve as a guide in developing or refining a father involvement program. It brings together the ideas and thoughts about issues addressed in this *Building Block*. Give good thought to filling it out and get the input of staff, as well as others associated with successful fatherhood programs.

Agency Name _____

Program Name _____

Developer _____ **Date of Plan** _____

Mission of the Program:

Needs to be addressed by the Program:

Designing program services that are linked to measurable outcomes will provide a “head start” on the very important process of evaluation.

Geographic Area to be Served:

Target Population(s):

Program Goals *(What do you most want to accomplish?):*

Expected Outcomes for Participants *(How do you expect fathers to be different as a result of participating in your program? What behaviors/attitudes do you want to increase/decrease? State your measurable outcomes.):*

How will prospective clients hear about the program? How will referrals be generated? How will participants be formally enrolled in the program?

Photo by D. Mentzer, Rosemount Center HS



Description of Services (Describe each program component or service in detail. Include proposed duration of services.):

Staffing Development Plan (List each proposed staff person and corresponding description of duties. How will volunteers be used? What is the plan for staff development?):

Outreach and Recruitment Strategies (How will prospective clients hear about the program? How will referrals be generated? How will participants be formally enrolled in the program?):

Collaboration/Service Integration Plan (What organizations provide or influence the delivery of services to fathers in the community? How will you develop partnerships with these organizations? Who will be responsible for coordinating services for fathers?):

For evaluation purposes, information will need to be collected from fathers throughout the program, beginning with an initial assessment. Also, document all the services provided, along with each father's progress toward his goals.

Data Collection and Retrieval System *(What forms will the program use to collect information? What kind of information system does the program have or will the program be developing?):*

Projected Costs Breakdown and Possible Funding Sources:

Evaluation Plan *(Consider both process and outcome evaluation methods. What methods will you use to document what happened in your program? What methods will you use to demonstrate the impact of your program?)*

Adapted from a tool developed by NPCL, Partners for Fragile Families, Washington, DC, 1997



Key to Success: Building the Plan with Evaluation in Mind

Designing program services that are linked to measurable outcomes will provide a “head start” on the very important process of evaluation.

For evaluation purposes, information will need to be collected from the fathers throughout the program, beginning with an initial assessment. Also, document all the services provided along with each father’s progress toward his goals. For fathers’ groups, keep a log for each session, including the topic, attendance list, and brief notes about each father’s participation.

Many resources are available to help evaluate the fatherhood program. A Responsible Fatherhood Project Management Information System (MIS) is also available online and can be adapted to meet individual program needs.

Appendix

Memorandum of Understanding Between the Department of Health and Human Services Administration for Children and Families, and Alpha Phi Alpha Fraternity, Incorporated

This Memorandum of Understanding (MOU) includes two programs of the Administration for Children and Families (ACF)—the Head Start Bureau (HSB) and the Office of Child Support Enforcement (OCSE)—and the Alpha Phi Alpha Fraternity, Incorporated, (Fraternity).

PURPOSE:

The purpose of this Memorandum of Agreement (MOU) is to establish a collaborative relationship among the Administration for Children and Families' programs noted above and the Alpha Phi Alpha Fraternity, Inc. and other partners. These agencies will work together to encourage, promote and support strengthening the role of fathers in families, and in the lives of their children.

The focus of this Partnership is to do the following:

- Promote responsible fatherhood by improving work opportunities for low-income fathers.
- Enhance parenting skills and increase the participation of fathers and other significant males in ACF programs, e.g., Head Start, Child Support and other programs, and in the lives of their children.
- Encourage child support collections, support access and visitation by non-custodial parents; and provide job training and employment opportunities.
- Work with agencies to reduce substance abuse, domestic violence and child abuse and neglect.
- Assist agencies to develop effective strategies for increasing resiliency in males through the development of intervention and prevention programs.
- Work with groups to provide sessions to alleviate some of the stereotypical views toward males, provide support and mentoring services and facilitate local level communications and coordination.

BACKGROUND

The Department of Health and Human Services/Administration for Children and Families (HHS/ACF), specifically HSB and OCSE, are promoting responsible fatherhood by improving work opportunities for low-income fathers and increasing child support collections.

They are working with agencies to enhance parenting skills, support access and visitation by non-custodial parents, reduce domestic violence, and involve boys and young men in preventing teenage pregnancy and early parenthood to ensure that both fathers and mother are fully involved in raising their children.

Since 1995, the agency has coordinated efforts at the national level to focus policy, funding and program attention on fathers. These programs have undertaken activities that recognize and support the roles of fathers in families, encouraging the formation and maintenance of two-parent families and activities to indicate that fathers have always been important to their children.

The work of federal staff, organizations, practitioners and researchers suggests that most fathers are a vital source of caring, nurturing, and empowering, as well as financial supporters to their children. Fathers provide childcare and role models, they set expectations, and they help children navigate sometimes-complex relationships, including family relationships.

The Alpha Phi Alpha Fraternity, Incorporated, has been working to increase the quality of life for children and assist fathers to become self sufficient in order to achieve some of their desired goals in life. The Fraternity is providing mentoring and counseling services to facilitate grassroots communication and coordination on issues related to male involvement.

Also, the Alpha Phi Alpha Fraternity has worked in Region IV with Head Start programs to increase the participation of fathers and other significant males in Head Start and has provided financial assistance, activities, support services, mentoring, counseling and other activities.

ACTIVITIES

Through this MOU, the Head Start Bureau, the Office of Child Support Enforcement, Alpha Fraternity, Incorporated and other partners will join forces to promote and provide continuity for the development

of increased fatherhood/male participation in Head Start, Child Support Services, and other programs, and to provide support and resources and training for males to enhance their capabilities to be more effectively involved in the lives of their children.

JOINT ACTIONS

The parties of this MOU will promote the establishment of liaisons at the local, State and Federal levels to improve the coordination and delivery of services to families. They will also facilitate sharing of fatherhood/male involvement materials, training, services and information to enhance the economic and social well-being of families.

DESCRIPTION OF TASKS:

I. ACF

OCSE and HSB will encourage programs to do the following:

- Provide supportive assistance and mentoring services and encourage the local programs to become involved in fatherhood/male involvement programs.
- Encourage regional and local programs to designate staff to be responsible for administering all aspects of this agreement. The Federal designees will meet regularly to 1) review the progress of this Partnership Agreement and 2) identify future joint initiatives and other areas of collaboration.
- As appropriate, issue regulations, policy statements, resource listings, program information memoranda, directives to technical assistance providers, examples of best practices, demonstration grant opportunities and public information to foster the implementation of this effort at the State, regional and local levels.
- Provide manpower resources on other issues to be addressed as we collaboratively link community mobilization strategies with ACF and Alpha Phi Alpha and other community-based organizations.

- Assist other agencies to encourage non-custodial fathers' involvement with their children as part of the child support efforts.
- Establish a mechanism to receive suggestions, concerns, and recommendations from State and local agency policies, processes, and procedures, which may affect the efforts covered under this agreement.
- Designate a staff person in each Region to work with the local programs.
- Work with local agencies to encourage the development of activities for 250 selected pilot programs for the Partnership Agreement with Alpha Phi Alpha Fraternity, Inc.
- Assist local programs to develop strategies for increasing resiliency in males through the development of intervention and prevention programs.
- Develop supplementary resources that build on the Alpha/ACF curriculum, emphasizing activities that will help fathers and/or significant males increase their leadership and job skills.
- Work with Federal, state and local agencies to provide supportive assistance and mentoring services.
- Explore with other agencies ways to empower at-risk communities to provide community-based programs to enhance the quality of family life.

II. ALPHA PHI ALPHA

- Provide training and orientation in the use of the Alpha/ACF Model Partnership Agreement which will be delivered through workshops scheduled at national and regional HHS ACF Conferences and meetings, and at scheduled Alpha Phi Alpha Fraternity Regional and General Conventions.
- Conduct one training and orientation workshop in each of the Regions and one training and orientation workshop in each of the 5 Alpha Phi Alpha Fraternity, Inc., Regions. Conduct one

training and orientation workshop at the National Head Start Conference, and one training and orientation workshop at the National Child Support Enforcement Training Conference.

- Work in conjunction with ACF to promote the workshops to Regional Administrators, and to the State, Regional and National Head Start Associations.
- Provide quarterly reports to the ACF Central Office.
- Promote the positive role of Greek letter organizations in the performance of community service.
- Work with local programs to select 250 sites for piloting the Partnership Agreement.
- Encourage the creative participation of community-based advisory groups to develop and implement best practices in working with fathers and significant others.
- Assist local programs with development and evaluation of management information and tracking systems.
- Assist local agencies to encourage non-custodial fathers' involvement with their children as part of the child support effort.
- Assist agencies to coordinate and communicate with other programs to address male issues and develop solutions.

RESPONSIBILITIES

The parties hereto shall promote the Alpha Phi Alpha/ACF Partnership of Male Involvement/Fatherhood Program to the local chapters/agencies of each of their respective organizations.

ACF and the Fraternity agree to make all reasonable efforts to ensure fulfillment of Alpha Phi Alpha/ACF Partnership of Male Involvement/Fatherhood Program goals by working cooperatively with one another for the establishment of various programs, conferences, workshops and other events in support of those goals.

ACF and the Fraternity agree that in the event any Regional HHS (Regional Administrators), local ACF agencies and Fraternity chapters shall enter into agreements with one another in connection with the local Alpha Phi Alpha/ACF Partnership Male Involvement/Fatherhood Program activities, this MOU shall be the basis and foundation for any such agreement between those chapters and local agencies. Also, the terms of this MOU shall prevail, and ACF and the Fraternity shall use all reasonable efforts to ensure that their respective chapters and local agencies comply with the terms of this MOU.

The Agreement may be amended by mutual consent or terminated by either party within 30 days with written notice.

IN WITNESS WHEREOF, the parties have caused this MEMORANDUM OF UNDERSTANDING to be executed by their duly authorized representatives.

Douglas Klafehn
Acting Associate Commissioner
Head Start Bureau

DATE: 7/31/01

Frank Fuentes
Action Director
Office of Child Support Enforcement

DATE: 7/31/01

Harry E. Johnson, Sr.
General President
Alpha Phi Alpha Fraternity, Inc.

DATE: 7/31/01

IN WITNESS WHEREOF, the parties have caused this MEMORANDUM OF UNDERSTANDING to be executed by their duly authorized representatives.

Mary Ann Higgins
Hub Director
Northeast Hub - New York

DATE: 8/13/01

Hugh Galligan
Regional Administrator
Region II - Boston

DATE: _____

David Lett
Regional Administrator
Region III - Philadelphia

DATE: 8/13/01

Carlis Williams
Hub Director
Southeast Hub - Atlanta

DATE: 9/04/01

Linda Lewis
Regional Administrator
Region VI - Kansas

DATE: 8/22/01

Leon R. McCowan
Hub Director
West-Central Hub - Dallas

DATE: 8/13/01

Beverly Turnbo
Regional Administrator
Region VIII - Denver

DATE: 8/13/01

Sharon Fujii
Hub Director
Pacific Hub - San Francisco

DATE: 8/27/01

Joyce Thomas
Hub Director
Midwest Hub - Chicago

DATE: 8/13/01

Steve Henigson
Regional Administrator
Region X - Seattle

DATE: 8/29/01

